EPA Pollution Prevention Post-Assessment

Directions: For each of the following multiple-choice questions, fill in the bubbles next to the line that best answers the question.

1. What is pollution prevention?
    - ○ A. Cleaning up pollution after it has been created
    - ○ B. Focusing on reducing the creation of pollution and waste by changing plans, policies, and habits
    - ○ C. Returning back to basics by not using cars, electricity, or modern appliances

2. What is pollution?
    - ○ A. Waste such as left-over raw materials from mining or logging only
    - ○ B. Dirt and erosion being carried in the air
    - ○ C. Waste or discarded material that is released into the environment

3. Once generated, what usually happens to pollution?
    - ○ A. It is here to stay
    - ○ B. It is naturally flushed out of the environment by a natural detoxification system
    - ○ C. It settles in silt and sediment deposits, which microscopic organisms feed on

4. What is water pollution?
    - ○ A. Waste from wildlife, bacteria, or viruses that make animals and humans sick from drinking water while hiking
    - ○ B. Silt, dirt, and leaves that are caught in water systems where they stay until settling or decomposing
    - ○ C. Any human caused contamination of water that reduces its usefulness to humans and other organisms in nature

5. What are pesticides and how are they used?
    - ○ A. Man-made chemicals used to control insects, weeds, and rodents; thereby protecting crops and food supplies
    - ○ B. Hazardous pollution that kills all organisms in its path
    - ○ C. Large rodents, uncontrollable weeds, and molds that infiltrate peoples' homes through windows, basements, and the air

6. Some renewable resources are:
    - ○ A. Weeds, rodents, molds, fungi, and bacteria
    - ○ B. Coal, oil, old growth forests, and fossil fuels
    - ○ C. Solar energy, wind power, water power, vegetation, geothermal (internal heat of the earth)

7. What are examples of household hazardous waste?
    - ○ A. Sewage from houses, runoff water from yards, and composts piles in back yards
    - ○ B. Household cleaners, paint, paint thinners, motor oils, gasoline, and pesticides
    - ○ C. Cat litter box contents, dog feces, and other pet waste that seeps into water and soil

8. What are some ways that schools can reduce their pollution?
    - ○ A. Fix leaks in faucets and pipes and recycle paper products
    - ○ B. Dispose of litter in trash cans properly and use alternatives to hazardous materials
    - ○ C. All of the above

9. What is one way to conserve?
    - ○ A. Limiting use of non-renewable energy sources and using renewable sources available
    - ○ B. Using materials that are least expensive and strongest
    - ○ C. Throw into the garbage all household hazardous materials immediately

10. Why is pollution prevention important?
    - ○ A. It saves money and energy by being more efficient
    - ○ B. It conserves natural resources and keeps ecosystems clean
    - ○ C. All of the above

Directions: For each of the following short constructed responses, answer the question with at least one complete paragraph. Use as many pieces of evidence, data, or examples as are necessary to explain your answer. Write only on the lines provided.

1. Why is water pollution a problem for humans, animals, and plants?

2. How can pesticides leak into water sources when they are originally applied to crops?
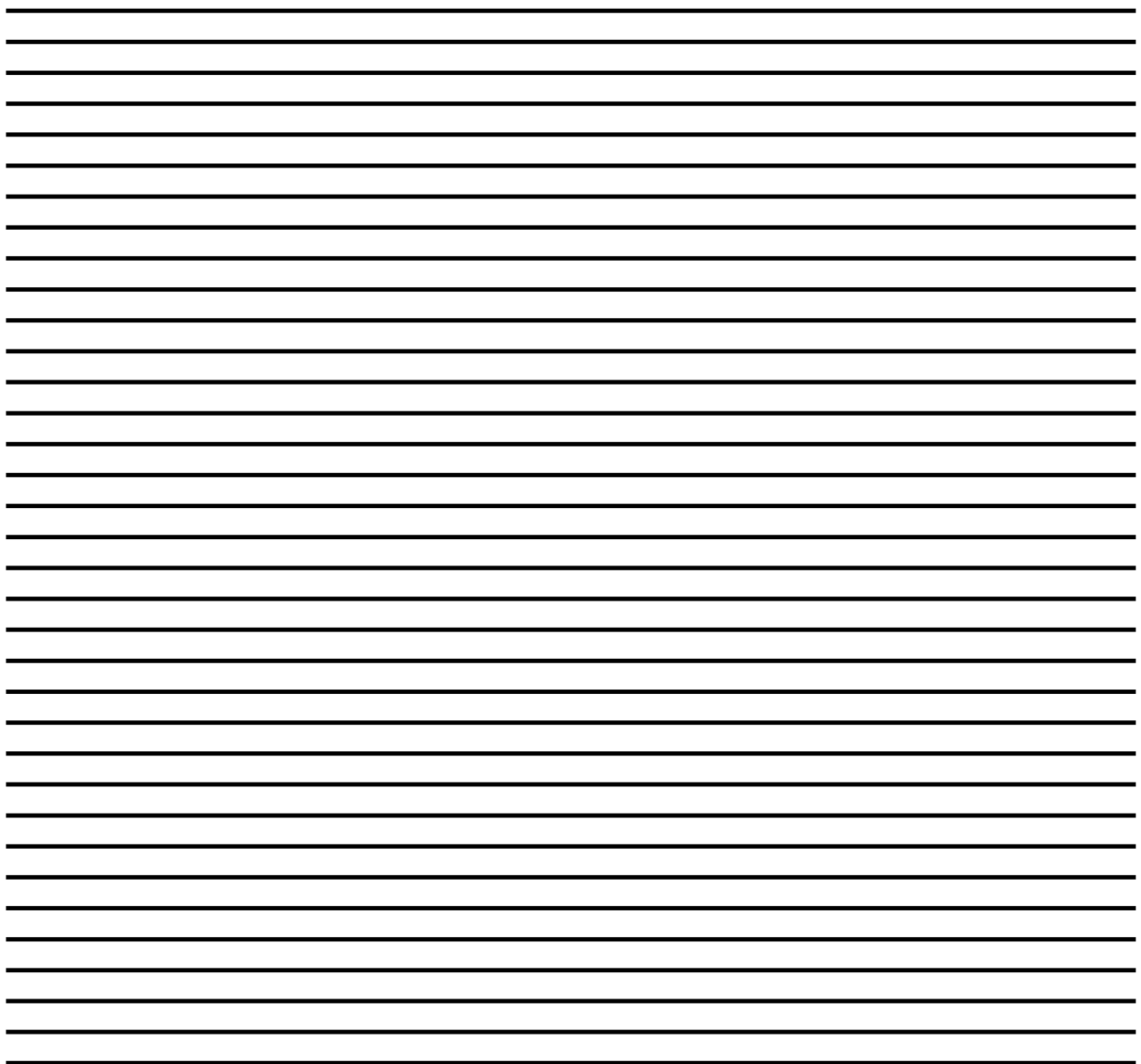
3. Explain the differences between renewable and non-renewable energy sources.

4. Explain the four characteristics of household hazardous waste and how are they potentially harmful.

5. In what ways can schools prevent pollution?

Extended constructed response:

Directions: Write a five-paragraph business letter to your principal convincing him/her to adopt pollution prevention principles in your school. Be sure to include information about pollution, its effects, and how to prevent it. Write only on the lines provided. See attached rubric for grading criteria.

Persuasive Business Letter Rubric

	Ideas and Content	Organization	Style/Voice	Conventions
4/A	- States opinion and tells why it is correct	- Introduction uses a figure of speech (metaphor, simile, personification)	- Simple, compound, and compound/complex sentences are used in each paragraph	- No errors in grammar, spelling, or punctuation
3/B	- A thesis is included - 3 main points use reason, logic, and events as evidence - written with seriousness - convinces reader with smart ideas	- At least 5 paragraphs are included - At least 1 transition word is used per paragraph - Paragraphs are clearly organized with introductory, supporting, and conclusive sentences	- At least 5 $100 words per paragraph (specific vocabulary) - All sentences are complete and make sense - Paragraphs have long, medium, and short sentences	- 1-5 errors in grammar, spelling, or punctuation
2/C	- thesis is confusing - main points supported with emotion and assumptions - reader is not persuaded to act	- writing is confusing - main points are not clearly stated - transitions are not used	- Only 3 $100 words per paragraph - Only simple sentences used - No $100 words used	- 6-10 errors in grammar, spelling, or punctuation
1/DF	- opinion, main points, and ideas are not clear	- message is not clear - transitions are missing - distinctions between paragraphs are not clear - fewer than 5 paragraphs	- The essay is not convincing - Many sentences are incomplete - Words are not specific to the topic - Persuasive writing is not used	- Over 10 errors in grammar, spelling, or punctuation